DOCUMENT RESUME

ED 111 328 IR 002 304

TITLE School-Housed Public Library Committee Report.
INSTITUTION Fairfax County Public Library, Va.; Fairfax County Schools, Va.
PUB DATE May 73
NOTE 45p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Feasibility Studies; *Interinstitutional Cooperation; Librarians; Library Cooperation; Library Material Selection; Library Role; Library Standards; Library Surveys; *Public Libraries; *School Community Relationship; *School Libraries; Statistical Data; Tables (Data)
IDENTIFIERS Multitype Library Networks; Virginia (Fairfax County)

ABSTRACT

The feasibility of combining school and public libraries in Fairfax, Virginia was studied. Case studies were made of attempts by 23 localities in 12 states to combine school and public libraries. Several surveys were conducted to compile applicable laws, regulations, and standards. Four statistical tables were prepared which display information gathered from a questionnaire which surveyed student and public use. A copy of the questionnaire and a bibliography are included. (Author/DS)

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SCHOOL-HOUSED PUBLIC LIBRARY COMMITTEE REPORT

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Fairfax County Public Library
Fairfax County Public Schools

May 1973

Approved by the Library Board of Trustees November 12, 1973

Approved by the School Board December 20, 1973

IR 008 304

SCHOOL-HOUSED PUBLIC LIBRARY COMMITTEE REPORT

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INTRODUCTION

Purpose of Committee

The joint Library Board/School Board Committee was formed at the request of the Board of Supervisors to consider the feasibility of providing community library service in the Chantilly High School. The Committee considered the problem and concluded as of June 27, 1972* the following:

1. It is too late to modify the Chantilly High School to provide a community library.

2. The library as planned is not adaptable to be a community library.

3. The library could not be available to the public until late afternoon or evening.

4. There will be heavy community use of this building through various adult programs. This, coupled with school use, will place a high demand on parking spaces.

5. The community will look to the Library Board to provide temporary facilities.

6. The Committee will continue to explore other means of providing community library facilities in subsequent building programs and will also look to means of working together.

Pursuant to item #6 above, the Committee asked both Boards to authorize staff to conduct a joint study of the problem as it pertains to feasibility for the proposed Reston-Dranesville High School. The two Boards concurred in passage of the joint resolution:

> Whereas the two boards have met in joint committee to consider the feasibility of a joint library at Chantilly High School and
>
> Whereas it has been determined that such an arrangement was not feasible at this school, but recognizing that there is a continuing interest in investigating joint library facilities,
>
> Therefore, be it resolved that the two boards authorize the formation of a joint task force of staff personnel to investigate the experiences of other jurisdictions, the relationships that already exist between the Fairfax school system and public library system and to make recommendations to the joint committee by May 1, 1973.

The adopted resolution enlarged the scope of the study to include investigation of experiences of other jurisdictions with joint library facilities and also

*Memorandum from Dr. Jack Davis to Dr. George J. Kelley, 6-29-72.

the relationships that already exist between the public library and school systems. Therefore, the Staff Committee proceeded to meet regularly with a deadline of May 1 for completion of a report to the joint Board Committee.

Criteria used for the study and recommendations were as follows:

1. Maintenance of quality library service to all citizens according to adopted Goals and Objectives.

2. Compliance with current local educational concepts through maintenance of decentralized curriculum-oriented library resource centers.

3. Maintenance of standards required by appropriate accreditation and certification agencies.

4. Compliance with statutes for provision of quality library services.

5. Recognition of levels of use by patrons of different types of libraries in Fairfax County.

6. Awareness of goals and objectives of the respective systems.

7. Concern for existing and needed areas of cooperation and communication among libraries of all types.

Membership of Committees

Joint Board Committee:

Mr. Gene Bergoffen, School Board
Mr. Alfred Hodgson, School Board
Dr. Walter Ristow, Library Board
Mrs. Helen Spotswood, Library Board

Staff Committee:

Mr. William L. Whitesides
Miss M. Patricia Carey
Mrs. Barbara Waserman
Miss Nancy Bates
Mrs. Elsie Brumback
Mr. Victor Lindquist
Dr. Charles Davis
Mr. Ronald Savage

STUDY DEVELOPMENT

Background research was done on school-housed public libraries in three areas:

1. Actual case studies
2. Laws, regulations, and standards
3. Other considerations, particularly:
   a. Book selection criteria
   b. Academic studies known to be under way
   c. Locally conducted studies

Generally, actual case studies paint a fairly dismal picture of past attempts in this direction. Of fourteen library systems trying this approach, none were considered to be a complete success. The majority (57%) eventually closed down their school-housed public libraries. Of those still trying to make a go of it, problems mentioned were tabulated with the following results:

Type of Problem	% of Response
Staff	6
Supplies	6
Noise	3
Administrative	22
Location	16
Overcrowding	9
Non-use by public	25
Parking	3
Systems mentioning no problems	9
(Roundoff error)	1
Total	100%

The actual case studies, listed as Past Experiences with Joint School/Public Libraries, and Current Joint Operations, follow.

Past Experiences with Joint School/Public Libraries

LOCATION	SITUATION (When Available)	CONCLUSIONS/COMMENTS
Ft. Wayne, Indiana	Tried 5 school-housed public libraries	All have been adjudged failures.
Evanston, Illinois	Public library branch in a school for 8 years.	Moved two blocks away to storefront facilities - services have expanded in all ways.
Lansing, Michigan	Several years ago, tried small branches in school buildings; had separate entrances, not connected to school libraries	Chief Librarian does "not recommend a branch library being in any school building."
Stockton, California	Had 3 branches in schools	All were abandoned because of lack of community use and thus, lack of economic benefit. Later proved that one bookmobile serving 12 locations served more people at lower cost than 12 school-housed branches did altogether.
Santa Ana, California	Attempted a joint operation	Among problems encountered: (1) School bells bothered adults. (2) Adults felt like "intruders." (3) Students resented adults using "their" materials. (4) Libraries absorbed school atmosphere and were considered school libraries by the public. (5) Serious problems in common use of school rest rooms. (6) Collection centered on needs of students and teachers.
Weymoutn, Massachusetts	Had considered joint operation but opted against	Analyzed costs: Concluded no great economies would result. Built on site 1/4 mile away from school with room for expansion, adequate parking, and nearer to main thoroughfare.
Baltimore, Maryland		Baltimore City has eliminated all such branches.
Lincoln, Nebraska		The school-housed public library costs just as much to operate in every respect except in building costs. On cost of book loaned per adult, there is no economy.

LOCATION	SITUATION (When Available)	CONCLUSIONS/COMMENTS
Montgomery County, Maryland	Experimental branch in educational center which also housed an elementary school, recreational facilities, and a health clinic. Established, 1957. Library judged a failure in April 1969 and closed.	Reasons for failure: (1) Public's confusion over library's availability for their use, despite much publicity. (2) Students of school on premises considered it their library and attempted to keep children from other schools away - especially Catholic school children.
District of Columbia	Abandoned all school-housed public libraries in 1965.	Children enrolled in private or parochial schools reluctant to use a public library branch in school they do not attend.
	Some attempts:	
	Southwest Branch.....	Adults: "Let me get out of here before school dismisses. I don't like to get in the children's way."
	Woodridge Branch.....	Tendency of adults to identify library as a school library. Defeats desired end of fuller use of library facilities by whole community.
	Cleveland Park Branch.....	Moved to neighborhood shopping center - impressive reader response; at school location it was patronized hardly at all, even by school children.
St. Louis) Indianapolis)	Both rep rt that the school/public library relationship in joint operation was "broken years ago."	
Boston, Massachusetts		In spite of publicity, most people, including children, have difficulty disassociating the public library from the school function.
Fresno, California		Not effective as community branches; the function becomes school-centered; locations are poor.

LOCATION	SITUATION (When Available)	CONCLUSIONS/COMMENTS
Detroit, Michigan) Cleveland, Ohio) Grand Rapids, Michigan) Kansas City, Missouri) Los Angeles, California) Milwaukee, Wisconsin) Minneapolis, Minnesota) Portland, Maine) Providence, Rhode Island) ...and many more)		All stress that school-housed public libraries tend to become school libraries, and that adult use of these branches is minimal.
Independence, Missouri	Prior to 1961, some joint ventures within the Mid-Continent Public Library.	Director: "Although the services of public and school libraries may be similar, they are certainly not synonymous and it has never proven advantageous either to the student or to the public in general to try and combine these two functions."
Norfolk Public Library		
Larchmont Branch	Located in school until 1968	Now in 7,100 sq. ft. building. Circulation doubled, even with loss of school use.
Pretlow Branch	Located in school until 1961	Now in 6,000 sq. ft. building. Same increase in circulation as above. Concept is still the same problem regardless of new names applied.

Current Joint Operations

LOCATION	SITUATION	COMMENTS
Flint, Michigan	Moved one branch library out of junior high into storefront (9/71)	Public collection could not be developed to meet needs of the adult. New branch location is now doing triple the circulation over that of school location.
	10 year history of school-housed public libraries; 6 of the 7 public library branches are in "community-school centers" with active after-school education programs for adults	Problems cited: (1) Excessive noise. (2) Dual administration leads to confusion with regard to authority structure and objectives of service. (3) Location. (4) Overcrowding - some used library as home room. (5) Almost exclusive use by students during day. (6) Conclusion: The situation is unfair to both students and adults.
		Letter from Director, 9/8/72: A library development committee consisting of 2 library board members and several important members of the community is now considering plans for as many as 4 storefront (16,000 sq. ft.) branches in shopping centers to replace the school-housed branches.
Kansas City, Missouri	7 branches presently housed in high school buildings.	Some tax savings, but public pays for only one operation: a school library used almost exclusively by students of that school.
	Major political battle being fought to get the public library system out of school buildings and out of jurisdiction of School Board.	Circulation at these branches has "nosedived in the past few years." Adults are reluctant to use.

LOCATION	SITUATION	COMMENTS
Hawaii	Combination in selected libraries is known as the "Community/School Library." Governance of these is unique: State Librarian is Assistant Superintendent for Library Services and is responsible to the State Superintendent of Education and the Board of Education. He administers all public libraries and school libraries through appropriate district superintendents and principals. State legislature funds whole system. No local jurisdictions. No bond issues. No school or library taxes.	Has been workable, on the whole, for Hawaii, although there have been real problems with regard to the following: (1) Staffing: in process of bringing all library staff under state civil service to equalize. (2) Supplies and control of equipment: all equipment belongs to the library as it is provided for in the library budget.
Portsmouth, Virginia	Branch in new Manor High School: school has own separate library; public library has separate entrance and parking lot, and is only housed in same building. Was planned as experiment including modular scheduling, civic center, recreational facilities for adults.	Much of original plan has proven impossible and school is now "one of the more restrictive." Original objectives now borne out in first month of operation: (1) Serious problems with dual administration. (2) Location: good for school, bad for public library. (3) Stigma connected with school in minds of adults who were happy to get out and have no desire to go back to school. Comparison: circulation for small storefront branch opened in shopping center in 1968 in first month - 3,786. Circulation at the much larger branch in Manor High School for January 1973 - 1,400. School administration has serious reservations about possible contact with undesirable adults "ostensibly visiting the public library but actually selling narcotics."

LOCATION	SITUATION	COMMENTS
Hampton, Virginia	Situation would seem ideal: Separate public library (school has its own) in high school building (Bethel High School); separate entrance; sufficient identification; adequate staff and book collection; open 68 hours. Does not have the added problem of shared collection and accompanying censorship implications.	Problems: (1) Usually a parking space shortage; crowding of students and buses at certain hours. Students shouting obscenities at adults. Thus, adults discouraged from use during school hours. (2) School administration does not want the public library there and expects personnel of branch to do their police work (high juvenile delinquency rate). (3) Access to electricity, air conditioning, and heating systems awkward; necessity of sometimes running school systems when school closed. (4) Poor location for public library. (5) Not ever 2/3 circulation it might have as a separate regular branch library. From the Director: "After you consider the dollars that you must pump in every year for maintenance and staff, divide by possible response in a good situation and real response in a given situation. You have a very false economy... A hundred thousand dollars saved this year goes down the drain in a hurry if you are spending forty thousand a year for a facility that is used to 60% effectiveness."
Durango, Colorado	Durango Public Library serves also as school library, across street from high school. 4,000 sq. ft. are leased to high school for high school library. Governed by public library board.	If school board issue passes in 1973, high school library will move into high school.
Chicago, Illinois (72,000 Pop. Suburb)	Public Library Branch/school library - in K-8 school "with storefront appearance." Shared during school hours. After school, staffing is by public librarians.	

LOCATION	SITUATION	COMMENTS
Prince George's County		
Greenbelt Branch	New 30,000 sq. ft. branch at Greenbelt which was formerly in Greenbelt High School.	Nobody liked the public library in the school because library was at the mercy of the school - closing for holidays, delayed maintenance, "no comparison" in use with present location, because school location was used largely by children. The entire community wanted the library out of the school and present location circulation is 4 times as great.
Accokeek Branch	Opened in 1953, a joint public/school library in elementary school. There is also a school library in the building. Open 3 hours/week with two employees.	Branch now in elementary school to be replaced by 20,000 sq. ft. branch in 1976 as result of similar experience as above.
Baden Branch	Totally rural community with joint school/public library and other County services - health, etc. Services limited by school restrictions - custodial maintenance, etc.	No immediate plans for replacement but small, stable population and rural nature of community have dictated joint county services.

Laws, Regulations and Standards

Most of the laws and standards in the outline provided tend to point up the differences in purpose and function between school media centers and public libraries. It is interesting that federal grants for public library construction or public services specifically exclude school-housed public libraries. While not too grave a consideration now, considering the FY 1973 H.E.W. appropriations, it would be an unfortunate situation for public library service to be retarded, thereby, in future years.

Laws, Regulations and Standards, Local, State and Federal

	PUBLIC LIBRARY	SCHOOL LIBRARY
OBJECTIVE:	Public service for the citizens of Fairfax County and City.	Service to the student and the teacher.
USE:	The entire resources of the library are available to all borrowers. When excessive demands of groups or individuals tend to curtail service to the general public, use of the library or its service will be limited. Such demands may include those made by students, whose demands for staff time, available materials, or space would prohibit attention and service to other individuals or groups.	The move away from textbooks and teacher-dominated learning has made the school library, now a media center, a primary instructional center that supports, complements, and expands the work of the classroom.
CONTROL:	Library Board of Trustees controls the expenditures of all monies credited to the library fund.	Part of a school-study resource center with A-V materials, administered by school authorities, under the control of the School Board.
MATERIALS:	Collections are developed for the reading abilities and special interests of adults, children and young people. A wide range of materials for all ages and tastes is selected by individual librarians to meet FCPL selection standards.	Collections are developed to meet and to supplement curriculum needs. Responsibility for the selection of materials is vested in the local school, based on curriculum committee lists. All resources meet the selection standards of the education a agency which acquires, lends, administers, and retains title to all library resources.
	To avoid unnecessary duplication, consideration is given to materials available to the public through other area libraries and community agencies.	Duplication in quantity is necessary to accommodate curriculum demands.
	All collections are readily available and widely accessible to all borrowers regardless of their location.	Circulation is limited to students, and may be further limited by the development of classroom collections.

	PUBLIC LIBRARY	SCHOOL LIBRARY
MATERIALS (CONT.):	ALA standard: 2-4 vol/capita, one periodical/250 people. (FCPL Regional Library serves 100,000 people, has a minimum collection of 50,000 vol.)	FOR STATE ACCREDITATION: Secondary: 9 books/student, 3 newspapers, 25 periodicals, annual expenditure of $3.00/student. Primary: 10 books/child, 2 newspapers, 15 magazines for children and professional personnel, annual expenditure of $2.50/child.
PERSONNEL:	STATE CERTIFICATION: Graduate of ALA accredited library school. No hours in education needed. Emphasis on book selection and administration. Library Aide (sub-professional) - 4 years of college, or 2 years plus passing Fairfax County examination.	Librarian - Teaching Certificate, endorsed for library science. Audio-visual or materials specialist - certified with at least 12 semester hours in library science. Clerical help provided if school is over 750 students (state); Fairfax County requires 1 fulltime clerk for all intermediate and high school libraries.
QUARTERS:		Adequate to accommodate 15 percent of the enrollment up to 500 students and 10 per cent of the number of students in excess of 500. (Secondary)
HOURS OF SERVICE:	Regional Libraries open 72/hr wk Oct.-May. (9-9 Mon-Fri, 9-5 Sat, 1-5 Sun.) 68/hr wk June-September (no Sun.)	Library is open from time first bus arrives until last bus leaves for each school day.
HOURS OF WORK:	40 hour work week, 12 month year. Includes evening and Saturday work.	Approximately 40 hour/week - 9-3/4 to 11 months/year; no evening and Saturday hours.
SALARIES:	Beginning professional: $9,542 Beginning Library Aide: $6,609	$8,000/year - $8,500/year (9-3/4 months) + 1-1/4 months' pay for 11 months. $6,037 - 12 mo./year
FINANCIAL SUPPORT:	Library Budget presented to Board of Supervisors by Library Board of Trustees.	Library Budget part of School Budget presented to Board of Supervisors by School Board.

	PUBLIC LIBRARY	SCHOOL LIBRARY
FEDERAL AID:	Federal grants for public library construction may not be made for libraries housed in schools or on school property. Neither is it possible under Federal regulations to provide grants from public service funds for the operation of libraries in schools or on school property.	
STATE AID:	The obligations of libraries and systems receiving aid shall consist in establishing and maintaining an organization as approved by the (State) Board; provided that personnel standards of such library systems and libraries shall conform to the provisions of Chapter 11 of Title 54 for the certification of librarians, and with rules and regulations prescribed by the State Board for the certification of librarians in accordance with such chapter. All proposals for the expenditure of State aid funds must be approved by the Virginia State Library.	Regulations of State Board of Education, September 12, 1972: All such persons employed in any public school library or any library operated under joint contract pursuant to Section 42.1-34 of the Code between a school board or boards and the trustees of a county or regional library system shall be under the direction, supervision, and control of the local school board or boards. All such jointly operated libraries shall be located at such place or places as may be designated by the local board or boards. House Bill No. 1413, passed by the (State) Senate February 16, 1973: The school board may enter into agreements with a library board to operate a local or regional library within a public school building, provided that sufficient space is available for that purpose, and further provided that such operation does not substantially interfere with or impede the operation of the school for public school purposes.

OTHER CONSIDERATIONS

Book Selection Criteria

The collection in the school library must be curriculum-oriented to supply the needs of the pupil and the teacher. The collection in the public library must supply the needs of the general public from the pre-schooler to the senior citizen. Since the objectives of the two collections have entirely different goals, how much of any existing budget will be spent for instructional material and how much will be spent for general interest material? Whatever the decision, one user, either the student or the public, will suffer.

The open collection concept, an integral part of public library service, will undoubtedly be a cause of some parental concern if it is applied to a school library situation. We urge you to read " 'Impressionable Minds'.... 'Forbidden Subjects': A Case in Point." (Library Journal, February 15, 1973, p. 595). It starts:

> "In most respects the drama was all too ordinary. It began as it usually does, when a parent discovered that a school library was exposing students' impressionable minds to "forbidden" subjects. In this Queens, New York version, the book was Down These Mean Streets (Knopf, 1967) the highly acclaimed book autobiography by Piri Thomas portraying the process of growing up in the Puerto Rican ghetto of East Harlem in New York City."

This article cites many examples of censorship in school libraries.

And, in Virginia -

No book, pamphlet, or other printed material on sex education shall be made available for circulation through the school libraries, or resource or media centers for the students of any public schools unless such material has been approved by the State Board of Education. (Approved by the State Board of Education on August 19, 1970.)

Selection of Materials
(Books, Periodicals, Newspapers, Audio-Visual)

School	Public
Selection is the immediate responsibility of the librarian under the authority of the principal whose chief responsibility is education of a school population.	The public librarian's selection is under the authority of the Director - a librarian whose chief responsibility is provision of books and information for a diversified public.
Library is the dispersed resource center for a school's instructional materials - necessarily curriculum-oriented.	Library offers materials on a timely basis to satisfy the prevalent tastes and needs of the adults in the community as well as a diversity of materials in recognition of changing minority interests.

School (cont'd)	Public (cont'd)
There is heavy emphasis on audio-visual training and integration of teaching aids.	Audio-visual materials are recreational, cultural, or informational.
The librarian and the teacher work as a team in previewing, evaluating, and selecting materials from recommended lists, that will do the best job in teaching particular concepts to students.	Library maintains an open collection (no locked shelves) of materials to suit variety of tastes, with the recognition that those which offend, shock or bore one adult may be considered meaningful or significant to another.
Books are almost 100% educational.	Books acquired for 40% recreational reading.

Academic Studies Known to be Underway

A survey of the current literature reveals only one report which can be dignified with the title of "study." The North Texas State University has received a grant of $100,000 to study the merging of public and school libraries in Olney, Texas.

This three-year study will assist Olney in merging functions and services of its library facilities, discover the problems associated with the merger, and evaluate the effectiveness of the merged library. Questionnaires are being designed to find out the library needs of the community. After the merger takes place the results will be compared with a second questionnaire that will reveal the community's attitude towards the new library.

While Olney, Texas with a population of 4,000 cannot be in any way similar to Fairfax County, the project will be the first scientifically-conducted study known by this committee.

Locally Conducted Studies

In order to develop a picture of Fairfax County Library users, both school and public, the results of several surveys were included. Although not specifically directed toward the question of school-housed public libraries, these studies do make available facts which provide a useful background for the projection of certain effects that a school-housed public library might have.

1. Student Use Surveys

   a. Student use of school libraries:
      A 1971 survey requested by the School Board, this is a tally of the percentage of students making daily use of the school library.
   b. Student use of public libraries:
      A questionnaire, administered to students using the public library, was used to tabulate the number of students who, for various reasons, used the public library. The survey was conducted by school personnel at Central (Fairfax), Patrick Henry (Vienna), and Richard Byrd (Springfield) Libraries in 1973.
   c. College students' library resources:
      Currently in progress, this survey by the Northern Virginia Center, University of Virginia, is an attempt to identify library facilities used by students of the College. Conceived as a result of the Networking Convocation, preliminary results show that the primary resources for most of the students are:
         Fairfax County Public Library
         George Mason University Library
      Final results will be distributed as addenda when available.

2. Public Use Survey

   a. Carter Glass and George Mason Libraries:
      Survey was a head count of all borrowers in the Carter Glass (Reston) Branch Library and George Mason Regional Library.
      The results give statistical data on <u>who</u> uses the library <u>when</u>.
      Borrowers were separated by age to determine the pattern of use.
      Please note that in the public library many adults prefer the daytime hours. This preference can cause considerable disruption of school activity in a school-housed library.
   b. Wakefield Report on Anderson Survey:
      Based on data gathered in connection with the Anderson Report (1969), this is an analysis of several variables hitherto untabulated. A summary of the findings of this analysis (1973) is provided.

1971 Survey: February Library Usage Statistics*

As requested by Mr. Davis and the School Board, there was a record kept during the month of February in all school libraries of students using library facilities from 8 a.m. until 4:30 p.m. The statistics gathered have been summarized by areas and are attached for presentation to Mr. Davis and/or the School Board.

County-wide the statistics are:

Elementary	- 37 1/2 % of student population using library daily
Intermediate	- 28 1/2 % of student population using library daily
High School	- 45 1/4 % of student population using library daily

Some points that must be considered in a statistical report such as this are:

1. The Time-to-Teach program at the elementary level does not permit flexible scheduling or the "open" library concept but blocks in thirty students per period for the larger part of the school day.

2. The seating capacity in many of our older elementary schools is 35 students or less.

3. Classroom learning centers and resource centers at the elementary level and departmental centers at the secondary level are satellite library centers that are not reflected in this report.

4. The first two weeks of February was the beginning of the second semester and library usage was down due to the re-organization and orientation that accompanies this change in the various departments.

5. Other factors that need consideration are:
   a. Flu epidemic throughout the month
   b. Renovation of nine libraries in progress
   c. Eye screening in some libraries in February
   d. No late buses much of the time and two late openings due to inclement weather conditions.

Individual school data sheets with comments from the school library staff are available for perusal by individual Board members if desired.

*Copy of Memorandum from Mrs. Elsie L. Brumback to Mr. Emory Chesley

JOINT STUDY SURVEY
FAIRFAX COUNTY PUBLIC SCHOOLS
AND
FAIRFAX COUNTY PUBLIC LIBRARY
MARCH 12-19, 1973

I. DO YOU ATTEND A FAIRFAX COUNTY PUBLIC SCHOOL? YES_____ NO_____

IF YOUR ANSWER IS YES, PLEASE ANSWER THE FOLLOWING QUESTIONS:

II. WHAT LEVEL?
ELEMENTARY_____
INTERMEDIATE_____
HIGH SCHOOL_____

III. WHAT IS YOUR MAIN PURPOSE IN USING THE FAIRFAX COUNTY PUBLIC LIBRARY?

1. Reference and research_____

2. Check out a book(s)_____
Which kind? Fiction_____ Easy_____
Non-Fiction___ Paperback____

3. To meet my friends and browse_____

4. Use their copying equipment_____

5. Other_____

IV. DID YOU TRY YOUR SCHOOL LIBRARY FIRST? YES_____ NO_____

If NO, Why not? 1) Forgot about assignment_____
2) Not enough time_____
3) Did not think materials would be available____
4) Like the Public Library better_____
5) Other_____

If YES, why did you need to use the Public Library?
1) Materials were not available in school library
_____
2) Needed extra materials_____
3) Materials were already checked out_____
4) Other_____

WHEN YOU HAVE COMPLETED ALL QUESTIONS, PLEASE RETURN QUESTIONNAIRE TO DESK.

THANK YOU FOR YOUR HELP!

Student Use Survey

SCHOOL LIBRARY/PUBLIC LIBRARY
SURVEY STATISTICS
MARCH 13-19, 1973

I. Total Students Using 3 Libraries 3912

Patrick Henry	1679
Central	1493
Thomas Jefferson	740

II. Of these
1916 were high school students
1209 were elementary students
730 were intermediate students
57 were private and/or parochial students

III. Main Purpose in using F.C.P.L.	Elementary	Intermediate	High School	Total
A. Reference & Research	468	524	1469	2461
B. Check out: Fiction	600	311	617	1528
Non-fiction	437	294	654	1385
Easy Books	274	9	62	345
Paperbacks	115	176	353	644
C. Meet friends and browse	53	44	88	185
D. Use Copying Equipment	94	105	219	418
E. Other: (films, records, chess)	115	46	140	301

IV. Did you try your school library first?

A. NO	234	254	815	1303
1. Forgot about assignment	10	12	27	49
2. Not enough time	62	74	190	326
3. Didn't think materials would be available	71	102	412	585
4. Just like to use P.L. better	183	156	550	889
5. Other	76	54	128	258
B. YES	861	463	884	2208
1. But mats. were not available	408	313	697	1418
2. Needed extra materials	333	238	565	1136
3. Materials were checked out	160	133	290	583
4. Other	255	66	100	421

V. Comments Written Most Frequently on Survey by Students:

1st. I wanted to check out more than one (1) book at a time (elementary)
2nd. Much better selection of materials at Public Library (H.S.)
3rd. We don't have time to go to the library at school (Int. & H.S.)

4th. Kindergartners aren't allowed to check out books at school (elem.)
5th. Materials, especially periodicals, of current materials not available and even if they were, we couldn't check them out (H.S.)
6th. School Library not good for research - too noisy - also study periods not long enough to really use reference materials that don't circulate (H.S.)
7th. All of the good materials have been "ripped off"
8th. Public Library hours are more convenient when you're involved in sports and after school activities (H.S.)
9th. Teacher asked us to use the Public Library instead of school library (Int.)
10th. I especially like to check out the Public Library recordings. (H.S.)

VI. Observations made by survey takers:

1. Students were very polite and cooperative.
2. Much time and thought given to survey form by students.
3. Parents seemed interested in survey and asked if results would be published.
4. Students returning for 2nd and 3rd visits did not fill out a separate form so statistics are not 100% accurate.
5. Many of the Public Library personnel were not informed about the survey - questioned the survey takers.
6. Only 1 parent refused to have her child participate.
7. Monday afternoon and night (early closing day) was the only time students seemed restless and not busy with assignments.

Public Use Survey

A survey conducted by the Carter Glass Branch (located in Reston) shows the library-visiting habits of residents for that area. If upgraded to a regional library, we know from experience that the absolute numbers of people should increase accordingly. Since the users would be, primarily, from this same area, it could be assumed that the percentage figures, however, would remain the same.

Median circulation for a regional library in Fairfax County is 50,000 transactions per month (see Monthly Report for April). We can expect that Reston, a high reading area, would normally maintain at least this level of circulation if a traditional regional library were available. There is reason to believe that the Reston Regional circulation will be even higher, based on the ratio of registered borrowers to population. The Carter Glass Branch has consistently registered over 68% of the population in the service area, in comparison to 42% on a County-wide basis.

However, we know from the experiences of other library systems, that adults are inclined not to use a school-housed public library during school hours. Assuming circulation to be proportional to library use, if we take the percentage of adults using the library during weekdays (Table 3) as a percentage of circulation (84%), then 42,000 transactions by adults could be expected to take place during the weekdays during a typical month.* Of these, the 48% (from Table 2) that occur during the hours 10-3 could be written off in a school-housed library environment. This amounts to 20,100 transactions per month (i.e., books read by individuals) that would be curtailed. Admittedly, some of these individuals might defer their visits until after school hours, but we know that in large branch libraries nearly half their business is conducted after 4 p.m. under normal circumstances.**

Forcing the morning users out, then, would either (1) cause them to forgo their borrowing privileges, or (2) increase the evening workload virtually to crisis proportions. The only way to alleviate this problem would be to make daytime facilities available by maintaining a satellite branch for the use of adults and pre-school children who would normally use the library facilities during school hours.

Table 4 shows the comparatively larger numbers of visitors involved in the daily use of a regional library.

*Actually, the number would be greater than this, since adults are known to check out many more books per person than do non-adults.

**The Anderson Survey, whose results were garnered, primarily, from Central and the regional libraries, shows that 44.1% of the patrons use these larger branches during the evening hours (4-9 p.m.).

Table 1

Survey of Patrons

Carter Glass Library

February 26 through March 22, 1973

Weekdays:	Adults	Teens (13-19)	Children (6-12)	Infants
10-12	715	23	61	173
12-3	928	82	159	166
3-6	1,027	363	497	146
6-9	738	224	153	57
	3,408	692	870	542
Saturdays:				
9-12	185	37	56	16
12-3	229	56	55	30
3-5	99	11	29	8
	513	104	140	54
Sundays:				
1-3	88	15	42	4
3-5	69	25	32	6
	157	40	74	10
Total	4,078	836	1,084	606

Table 2

Percentage of Age During Each Time Period

Weekdays:	Adults	Teens	Children	Infants	Total Each Period
10-12	21%	3%	7%	32%	18%
12-3	27	12	18	31	24
3-6	30	53	57	27	37
6-9	22	32	18	10	21
Total	100%	100%	100%	100%	100%
Saturdays:					
9-12	36%	36%	40%	30%	36%
12-3	45	54	39	56	46
3-5	19	10	21	14	18
Total	100%	100%	100%	100%	100%
Sundays:					
1-3	56%	38%	57%	40%	53%
3-5	44	62	43	60	47
Total	100%	100%	100%	100%	100%

Total Patrons During Survey Period: 6,604

Adults	62%
Teens	13
Children	16
Infants	9

Table 3

Percentage Makeup of Those Present During Each Time Period

Weekdays:	Adults	Teens	Children	Infants	Total
10-12	74%	2%	6%	18%	100%
12-3	70	6	12	12	100
3-6	51	18	24	7	100
6-9	63	19	13	5	100
Total age makeup	62%	13%	16%	9%	100%
Saturdays:					
9-12	63%	13%	19%	5%	100%
12-3	62	15	15	8	100
3-5	67	7	20	6	100
Total age makeup	63%	13%	17%	7%	100%
Sundays:					
1-3	59%	10%	28%	3%	100%
3-5	52	19	24	5	100
Total age makeup	56%	14%	26%	4%	100%

Percentage of Weekdays and Weekends

	Adults	Teens	Children	Infants	Overall
Weekdays	84%	83%	80%	89%	83%
Weekends	16	17	20	11	17
Total	100%	100%	100%	100%	100%

Table 4

Survey of Patrons

George Mason Regional Library

January 26 and 27, 1972

Hours	Adults	Young People
10-12	285	52
12-3	338	44
3-6	468	184
6-9	427	181

Percentage by Time:	Adults	Young People	Overall
10-12	19%	11%	17%
12-3	22	10	19
3-6	31	40	33
6-9	28	39	31
Total	100	100	100

Percentage of Time by Age Group	Adults	Young People	Total
10-12	85%	15%	100%
12-3	88	12	100
3-6	72	28	100
6-9	70	30	100
Overall Proportion of Adults and Young People:	77%	23%	100%

Wakefield Report on Anderson Survey

Summary of Report, 1973

This report was based on data gathered from approximately 8,000 questionnaires administered to users of the Fairfax County Public Library system. The questionnaires were made up and distributed in connection with a study, informally known as the Anderson Report, whose purpose was to provide guidelines for the size, location and physical layout of future branch libraries. This being the nature of the Anderson Report, only data related to travel patterns, and the like, was ever incorporated therein.

By far the largest users of the library, the age group 25-64 makes up 52% of all users. The smallest group is composed of those 65 and over (1%). Between these two extremes are the high school ages, 15-19 (18%), younger children, 11 and under (12%), junior high youths, 12-14 (11%), and college age, 20-24 (6%).

Thus, 59% of all public library users are age 20 and over. Of these, 63% use the library facilities during the day, but only 37% do so at night.

The greatest single use of the public library is for recreational reading (39%). Nearly two-thirds of those using the library for this purpose are in the 25-64 age group. The recreational readers usually frequent the library during the day (58%).

From these facts, it appears that one principal use of the library is recreational reading. This is done primarily by adults and, usually, is done during the daytime hours.

COOPERATIVE PROJECTS OF FCPL AND FCPS SYSTEM

Current Areas of Cooperation

1. Copies of all Public Library Book Catalogs placed in all intermediate and secondary school libraries for use by teachers and students.

2. Summer Reading Programs at Public Libraries advertised through school libraries.

3. Joint Library Materials Bindery Bid.

4. Public Library/School Library joint utilization survey.

5. Joint publicity ventures for campaigns and projects (e.g. National Library Week "Lost Books" Campaign).

6. Joint Book Selection Meetings with FCPL Branch Librarians and feeder School Librarians.

7. Comparison of experiences with furniture and equipment for bid specification and purchase.

Possible Areas of Cooperation

1. Storytelling techniques classes to be taught to volunteer school patrons by Children's Services Librarian from Public Library.

2. Videotape circulation system utilizing FCPS Videotape Library and FCPL facilities after school hours and on weekends.

3. Computer terminals in all FCPL facilities for utilization of FCPS's time-sharing programs by students after school hours and on weekends.

4. A joint Reference Library in Education that would utilize FCPS's professional materials collection and FCPL's facilities, personnel, hours of availability and accessibility and location.

5. Joint circulation privileges for the two 16mm film libraries currently available only to respective school patrons or public library patrons.

6. Joint Reference meetings with High School librarians and Branch Reference librarians for selection of expensive reference materials and joint planning for "peak research paper" periods.

7. Elimination of duplication of effort in technical processing (processing of library materials).

RECOMMENDATIONS

The Staff Committee has spent many hours in review of the library and educational literature, in study of the respective systems' programs and concepts, and in discussion of admitted prejudices, misunderstandings and other areas of professional attitude. The improved communication among professional practitioners, as a result of the above, proved that each participant is a human being with sincere concerns for performing to the maximum with available resources. It was this esprit-de-corps, which soon developed, that motivated the depth of the study which took place.

All participants admitted, however, that the statement of findings and recommendations were not at all easy and, therefore, might easily be misunderstood as being superficial. The group has recognized that because of the complexity of the issue, its impact on planning for Fairfax County, and its potential for the library and educational professions, that the statement, based on thorough research, be as concise as possible. Therefore, the staff committee recommends:

1. That a joint facility is not feasible for a growing population.

    a. The degree of usage by Fairfax County citizens of all ages is too high. (see Public Use Survey)

    b. The extensive variety of material sought by most students cannot be satisfied by any one library. (See Student Use Survey)

    c. The diversity of demands by the out-of-school public cannot be met in view of the restrictions imposed by a school environment. (See Actual Case Studies)

    d. The educational concepts developed by school staff in cooperation with parents would be destroyed by re-centralizing the curriculum-oriented libraries. (See Criteria)

2. That goals and objectives can best be achieved by recognition of separate responsibilities.

    a. The education of a school population is the primary objective of a school. (See Book Selection Criteria)

    b. The school library program is integrated with the instructional program and, in fact, emanates from the various curricular requirements. (See Book Selection Criteria)

    c. The public library has a broader objective of total information service for a much greater segment of population. (See Wakefield Report)

    d. The public library must be accessible, physically as well as psychologically, to all citizens and all elements of the area to be served, e.g., business and industry, college and university students, private and parochial school students, housewives, senior citizens as well as public school students. (See Laws, Regulations, and Standards)

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3. That communication among librarians of the two systems be continued and that potential areas of cooperation be vigorously pursued. (See Cooperative Projects....)

   a. The Committee has identified and listed several areas of existing cooperation.

   b. The respective staffs, through expanded joint meetings, have identified fertile areas for increased cooperative effort.

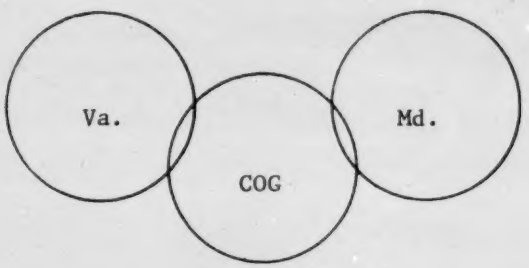
   c. The staffs are enthusiastic about involvement in joint projects such as relocation of the school system's professional collection into the George Mason Regional Library when it is expanded.

4. That the larger community of library interests be further involved in the process of developing a "network" of total library service to all citizens of Northern Virginia.

   a. The Networking Convocation be expanded and reorganized under the aegis of the Consortium of Higher Education in Northern Virginia.

   b. The reciprocal borrowing privilege be continued and expanded to include Alexandria and Arlington when those jurisdictions agree.

   c. The Northern Virginia "network" continue its informal relationships with the metropolitan area "network," via Council of Governments Librarians' Technical Committee.



JOINT BOARD COMMITTEE ACTION

The Joint Board Committee, meeting on June 4, 1973, recommended:

That the Staff Committee report be accepted with appreciation and that it be submitted to the two Boards meeting jointly.

Amendments (additions) to RECOMMENDATIONS (p.31)

3. d. The respective staffs are encouraged to consider co-location of facilities wherever it is economically feasible.

e. The respective staffs are encouraged to consider utilization of old school facilities for libraries wherever it is economically feasible.

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ADDENDUM TO SCHOOL-HOUSED PUBLIC LIBRARY COMMITTEE REPORT

Library Use by Northern Virginia Center, University of Virginia Students

An analysis of questionnaire results:

Question 1 -

Those listing books as the most needed outside material for their course accounted for 53% - more than all other categories combined.

Question 2 -

The library which the greatest percentage of respondents found most useful was Fairfax County Public (28%). Interestingly, the sum of all the percentages of those listing some public library as most useful exceeded the total of all other types of libraries combined (57%).

Question 3 -

By far the leader in reasons for preference for a particular library was proximity to home or work (59%). Second, was selection (38%). All other reasons accounted for only 3%.

Some cursory conclusions may be drawn from these results:

1. Most Northern Virginia Center students prefer the Fairfax County Public Library as a source for outside materials for schoolwork.

2. The reasons for this preference are:

   a. Availability and convenience.

   b. Book selection policies.

3. Any change that would tend to restrict availability, convenience, or book selection policies would, concomitantly attenuate the most valuable outside information source now utilized by this large segment of the public.

USE OF LIBRARIES BY STUDENTS OF NORTHERN VIRGINIA

REGIONAL CENTER OF THE UNIVERSITY OF VIRGINIA

Name of Course _____

1. What kinds of material do you need for this course for outside reading, papers, projects, etc.? Rate 1-5 (1 most needed, 5 least needed)

   / / Books

   / / Professional or trade journals

   / / Non-book materials (recordings, filmstrips, etc.)

   / / Other _____

2. What libraries do you find useful for material for this course?
   Rate 1-5 (1 most useful, 5 least useful)

   / The University Center's library collection at Washington and Lee High School

   / George Mason University library

   / Fairfax County Public Library

   / Prince William County Public Library

   / Falls Church Public Library

   / Arlington County Public Library

   / Other public library _____

   / Technical library _____

   / Other _____

3. Why do you prefer a particular library?

   Rate 1-5 (1 most important reason, 5 least important reason)

   / Proximity to home or work

   / Selection of materials

   / Other _____

Comments:

COLLEGE USE SURVEY

Summary Sheet - Number of Respondents - 1,315

	1	2-4	5 or blank	Total
1. Books	665	338	312	1315
Prof. or trade journals	397	408	510	1315
Non-book	110	323	882	1315
Other	87	69	1159	1315
Total	1259	1138	2863	5260
2. U. Va. Center	68	117	1130	1315
George Mason University	115	180	1020	1315
Fairfax County	356	197	762	1315
Prince William County	56	36	1223	1315
Falls Church	17	81	1217	1315
Arlington County	201	150	964	1315
Other public	99	69	1147	1315
Technical	73	17	1225	1315
Other	273	74	968	1315
Total	1258	921	9656	11835
3. Proximity	717	281	317	1315
Selection	467	345	503	1315
Other	36	37	1242	1315
Total	1220	663	2062	3945

Summary Sheet - Row Percentages

	1	2-4	5	Total
1. Books	51	26	23	100
Journals	30	31	39	100
Non-book	8	25	67	100
Other	7	5	88	100
Total	24	22	54	100
2. U. Va.	5	9	86	100
George Mason	9	14	77	100
Fairfax County	27	15	58	100
Prince William County	4	3	93	100
Falls Church	1	6	93	100
Arlington County	15	11	74	100
Other public	8	5	87	100
Technical	6	1	93	100
Other	21	6	73	100
Total	11	8	81	100
3. Proximity	55	21	24	100
Selection	36	26	38	100
Other	3	3	94	100
Total	31	17	52	100

Summary Sheet - Column Percentages

	1	2-4	5	Total
1. Books	53	30	11	25
Journals	32	36	18	25
Non-book	9	28	31	25
Other	6	6	35	25
Total	100	100	100	100
2. U. Va.	5	13	12	11
George Mason	9	20	11	11
Fairfax County	28	21	8	11
Prince William County	4	4	13	11
Falls Church	1	9	13	11
Arlington County	16	16	10	11
Other public	8	7	12	11
Technical	6	2	13	11
Other	23	8	8	11
Total	100	100	100	100
3. Proximity	59	42	15	33
Selection	38	52	24	33
Other	3	6	61	33
Total	100	100	100	100

May 21, 1973

Subject: Independent Study on the Feasibility of Combining School and Public Library

To: Fairfax County Council Library Committee

From: Charles B. Mitchell, Recorder
Subcommittee

There has been a significant amount of research conducted on the feasibility of combining school and public libraries. The fact that the community, professional, and lay people are concerned is in itself a positive evaluation. Fairfax County is certainly one of the major contributing counties in our country and many communities will be observing the course that we pursue in this area.

The principle justifications for the marriage of the two libraries are:

1. Maximizing the use of the school building.

2. Better relationship between parents and librarian which aid in reading guidance for the child.

3. Larger and better book collection for the school.

4. Better trained staff at a lower salary cost.

5. An economy for the library due to free rent, maintenance, and utilities.

6. Elimination of unnecessary duplication of books and materials.

However, after extensive research, we concluded that such a plan would not be feasible for Fairfax County. In fact, this plan has not been successful in any system where it has been adopted and in every case has been discarded after a period of time. Librarians (public and school) in general seem to negate the concept of locating the public library in a public school. The principal reasons are: the residential location of the school; budgeting and financial procedures are not synonymous; the diverse goals of the school library and that

of the public library; the administrative and political differences; the differences in the two professions; the difference in clientele served; differences in catalogue and ADP systems; and the fact that the school library would control and limit the public use during school hours and also limit the security for the school building.

Many specialists feel that the geographic location is a major consideration. Normally schools are established away from the business areas; should the public library be located in the school it would entail a long educational effort to convince adults that the public library was truly one and not a school library. Another concern would be the geographic location within the school. The pupils would prefer the center of the school; the most convenient place for adults and students from other schools would probably be at one of the ends of the building. Many adults would be reluctant to enter the school building because of student classes in the library; noise, and general confusion.

If the public library is located in a specific school, it tends to terminate the regular access and equality of service to other schools and the students tend to resent adults and other students from other schools.

The purpose, philosophies, and the clientele of the school and public library are entirely at odds. The school library is an extension of the school curriculum, educationally oriented, with different administrative needs. Diverse administrative problems are created by one library serving in a dual role.

The educational background of the two types of staff are different. The public librarian stresses services to students and adults but does not include specialized training for working with teachers as a member of the school staff. The public librarian's curriculum emphasizes public library problems, adult education and municipal administration.

The school librarian's program includes educational psychology, all forms of visual aids, practice teaching and school curriculum, and teaching classes to groups of students.

Our specific recommendations are:

1. Separate facilities should be maintained for school and public libraries.

2. Greater communication and working relationships between both resources -- public and school libraries.

3. The establishment of a planning team representing both school and public libraries which would develop long and short range plans and goals for the two systems to work side by side.

4. The freer exchange of materials (books, films, magazines, etc.) between school and public libraries.

5. Library cards should be honored by both public and school libraries and county residents should be permitted to use any county library (school or public).

Fairfax County Council of PTAs
Library Committee
Mrs. J. E. Onesty, Chairman
Mr. Charles Mitchell
Mrs. Don Organ
Mr. John Blum
Mrs. Yaro Skalnik